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EDITED BY
LARKIN DUNTON, LL.D.
Head Master of Boston Normal School

THE YOUNG FOLKS LIBRARY
VOLUME NO. 5.

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DEPARTMENT OF EDUCATION
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FIRST LESSONS

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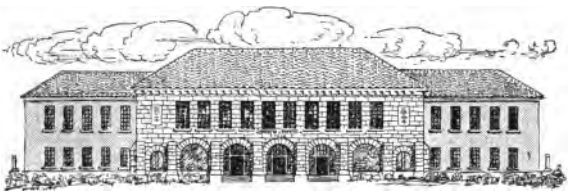

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THE

WORLD AND ITS PEOPLE.

BOOK I.

FIRST LESSONS.

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

EDITED BY

LARKIN DUNTON, LL.D.,

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E. P. Cubberley

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PUBLISHERS' ANNOUNCEMENT.

It is now conceded by all educators that school instruction should be supplemented by reading-matter suitable for use by the pupil both in the school and in the home. Whoever looks for such reading, however, must be struck at first with the abundance of what is offered to schools and parents, and then with its lack of systematic arrangement, and its consequent ill adaptation to the needs of young people.

It is for the purpose of supplying this defect, that the publishers have decided to issue a series of volumes, under the general title of the YOUNG FOLKS' LIBRARY FOR SCHOOL AND HOME.

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while others will be specially designed to cultivate a taste for good literature. All will serve to develop power in the use of the mother-tongue.

The matter for the various volumes will be so carefully selected and so judiciously graded, that the various volumes will be adapted to the needs and capacities of all for whom they are designed; while their literary merit, it is hoped, will be sufficient to make them deserve a place upon the shelves of any well-selected collection of juvenile works.

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PREFACE.

THE study of geography in common schools has constantly increased for the last twenty-five years, and has gradually extended downwards in the classes till, as is now generally acknowledged by educational men, it occupies too large a part of the course of study.

This series of Geographical Readers now offered to the public under the title of *The World and its People*, is intended to remedy this evil. These books are designed either to take the place of formal instruction in geography in the lower classes, or to serve as supplementary reading matter in connection with such instruction.

They are simple in language, and being in narrative form are well suited for use as Geographical Readers in school; while the matter and style are believed to be sufficiently attractive to make them interesting as home reading. In either case they will serve to diminish the necessity for formal geographical teaching.

At the same time, they are so well graded, and the development of the subject is so gradual, clear, and logical,

that their educational value is greater than that of more formal but less attractive works on the subject.

This volume, as its title implies, forms the introduction to the series. It starts with the building of a doll's house by means of a box of blocks, and leads the scholar step by step to the drawing of the plan of a school-room and a play-ground. The plan of a village is then given and compared with that of a city; after which the meaning and use of a map and of the points of the compass are fully explained. Such illustrations are added as are needed to impart clearness and interest.

Spelling lists follow each lesson, and the words in these lists are divided into syllables, and marked with the accent; so that they form, at the same time, exercises in pronunciation.

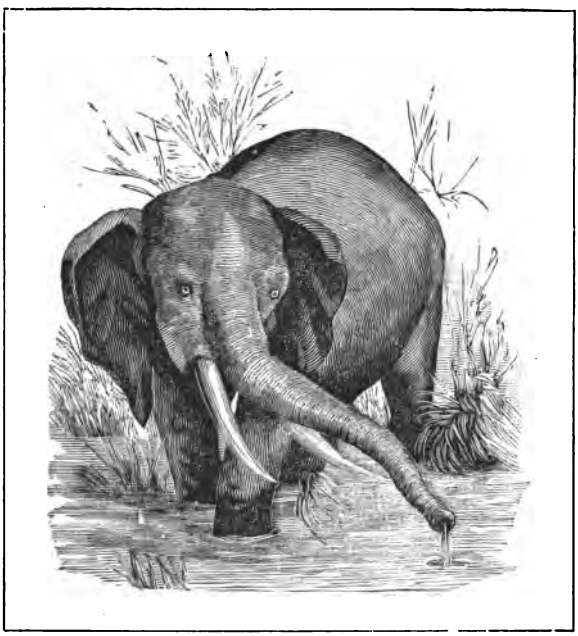
THE

WORLD AND ITS PEOPLE.

Book I.

FIRST LESSONS.

THE ELEPHANT.



" . . . Though the elephant is not the largest of all animals, it is the largest of quadrupeds."

(See page 141.)

FIRST LESSONS.

LESSON I.

THE DOLLS' PARTY.

1. Two little sisters, Edith and May, had each a doll nearly as big as a baby.

2. One day Edith wrote a note for her doll. In the note she asked May's doll to a dolls' party.

3. The party was to be held in the summer-house at the end of the garden, at four o'clock.

4. May, for her doll, sent word back to Edith's doll that she

would be very glad to go to the party.

5. As soon as Edith got the

THE DOLLS' PARTY.

note, she ran down to the summer-house to get things ready.

6. She took with her a box of

tea things. In it there were cups and saucers, and spoons, and plates; also, a tea-pot, a cream-pitcher, and a sugar-bowl.

7. First she laid a clean white cloth on the table; then she set out the tea things, as she had often seen her mother do when getting tea ready at home.

8. Her mother had given her some cake and a few biscuits, and some real tea to put into her tea-pot.

9. Just as the big clock in the house struck four, May, with her doll in her arms, came down the garden walk.

10. She stopped at the summer-house door and knocked. Edith

opened the door. The dolls were made to shake hands, and the little girls said, "How do you do?" for them.

11. The dolls were seated at the table, and the tea began. How very hungry those dolls must have been, for very soon nearly all the good things were eaten up! Then there was a knocking at the door.

12. "Who can it be?" said Edith, as she left the table to open the door.

---

clean	plates	knocked	o'pened
white	spoons	stopped	bis'cuits
cream	ta'ble	read'y	sau'cer
asked	sug'ar	eat'en	get'ting
struck	be gan'	hun'gry	E'dith

LESSON II.

EVENING.

1. Hush, hush, little baby!
   The sun's in the west;
   The lamb in the meadow
   Has lain down to rest.

2. The bough rocks the bird now,
   The flower rocks the bee,
   The wave rocks the lily,
   The wind rocks the tree;

3. And I rock the baby
   So softly to sleep, —
   It must not awaken
   Till daisy-buds peep.

---

hush	lain	wind	mead'ow
west	bough	down	flow'er
lamb	bird	wave	lit'tle
rest	sleep	rocks	ba'by
tree	must	lil'y	soft'ly

LESSON III.

BROTHER ARTHUR.

1. The dolls' party had just begun, when a little boy named Arthur came into the garden.

2. He was looking for his sisters, and he went to the summer-house to see if they were there.

3. When he came near the door he heard Edith say, "Will you take a piece of cake?"

4. Stepping to the little window at the side, he was just in time to see May take the cake for her doll, say "Thank you, dear," and then eat the cake herself.

5. For a little while he looked on and heard all the nice things

the two dolls were made to say to each other.

6. But the cake and the biscuits were going fast, so he thought that he had better join the party before it was too late.

7. Going quietly to the door, he knocked. It was Arthur's knock that the sisters had heard when Edith said, "Who can it be?"

8. "May I come to your party?" asked Arthur. "I won't tease you or break your tea things."

9. "A boy at a dolls' party!" said May. "How very funny that would be! What have boys to do with dolls?"

10. "Boys can build dolls' houses," said Arthur. He had a box of

wooden blocks, and with these he had often built a house for his sisters' dolls.

11. Edith at once said, "You may come in if you will bring your box of blocks when tea is over, and build us a dolls' house."

12. "All right," said Arthur. Sitting down between the dolls he bowed to each of them, wished them "Good afternoon," and then helped himself to the last piece of cake.

---

build	piece	Ar'thur	af'ter noon
bowed	tease	be gun'	be tween'
called	heard	be fore'	step'ping
blocks	helped	gar'den	qui'et ly
wished	looked	wood'en	her self'

LESSON IV.

THE LITTLE BUILDER.

1. After tea, Arthur brought his box of blocks, to build a house for his sisters' dolls.

2. "How many rooms must I

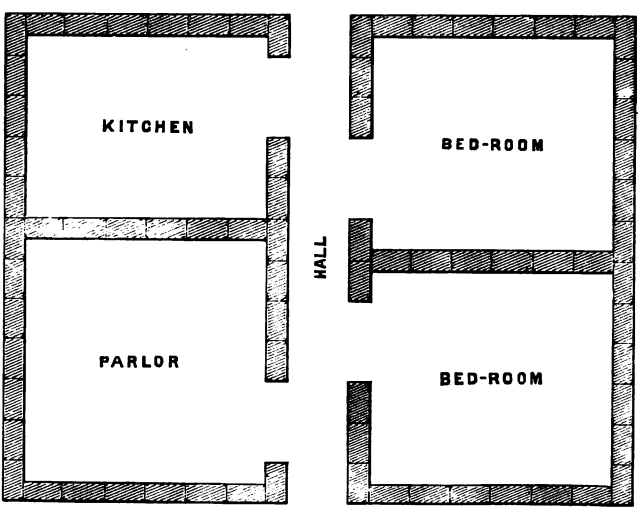
THE LITTLE BUILDER.

make in the house?" he asked, as he stood with the box under his arm.

3. "Four rooms," said Edith.

"There must be a parlor and a kitchen and two bed-rooms."

4. "I will just mark it out with blocks," he said, "before I begin to build."



PLAN OF A HOUSE.

5. Taking a lot of blocks out of the box, he laid them out in the form of a house of four rooms, making the walls one block high.

6. "This is the parlor," he said, pointing to it; "this is the kitchen; and here are the bed-rooms, one for each doll.

7. "The house has a hall from the front door to the back door. The doors of all the rooms open into the hall."

8. Edith and May said that such a house as Arthur had marked out would do very well; so he began to build.

9. He laid another row of blocks on the top of the first row, then a third row on the top of the second row; and so on, till the walls were high enough.

10. Edith and May now brought a box full of tables and chairs and

many other things, and put them into the house.

11. Arthur then left his sisters and went into the house, for he had a home lesson to learn for school next day.

---

house	learn	sec'ond	bed'-room
chairs	brought	kitch'en	point'ing
rooms	ta'bles	e nough'	mak'ing
marked	les'son	par'lor	an oth'er

LESSON V.

OVER THE BROOK.

1. Over the brook to grandmamma's,
Over the brook, little boy;
The flowers are sweet
Beneath my feet;
I'll sing as I go for joy.

2. Over the brook to grandmamma's,
The afternoon is fair;
For buttercups gay
Don't stop by the way;
'Tis high time I were there.

3. Over the brook to grandmamma's,
She is looking for me, I know;
Her table is spread
With honey and bread,
And milk from the brindle cow.

4. Over the brook to grandmamma's,
It is but a few steps more;
Already I see
The cot and the tree,
And grandmamma sits at the door.

5. Over the brook to grandmamma's.
A mile and more I've been;
She opens the gate,
That I need not wait;
She longs to let me in.

6. Over the brook to grandmamma's,
Where a kiss is waiting me;
The journey is past,
I am here at last—
As happy as happy can be.

milk	sweet	flow'ers	wait'ing
know	spread	look'ing	o'pens
bread	ta'ble	brin'dle	be neath'
brook	hon'ey	jour'ney	al read'y

I'll,	I will.	'Tis,	it is.
Don't,	do not.	I've,	I have.

LESSON VI.

THE TWO BROTHERS.

1. Arthur was seven years old. He had been going to school for about two years, and was now promoted to a higher class.

2. Harry, his elder brother, was ten years old, and was now in the grammar school.

3. Harry was very fond of Arthur. He not only took him to school, and brought him safely home, but he also gave him some help on his lessons.

4. Harry had finished his own lessons, and was putting his books into his bag, when Arthur came in from the garden.

5. "Well, my little man," said Harry, "where have you been for the last hour?"

6. "In the summer-house with Edith and May, building a dolls' house," said Arthur, as he went to a shelf and took down his slate.

7. "And what do you mean to do now?" asked Harry, when he saw the slate brought down from the shelf.

8. "I am going to get my home lesson," said the little fellow; "and oh, it is so hard, so very hard, that I do not know how to begin."

9. "Poor little boy!" said Harry, patting his brother's cheek. "Let me see what you have to do."

10. Arthur showed him a piece of paper on which was written,— "*Draw a plan of a house. The house must have four rooms.*"

11. "Arthur, my boy, that is the easiest lesson you ever had to get," said Harry. "Run and bring your box of blocks."

12. Arthur ran off, and meeting Edith and May bringing the box into the house, he was back in a moment.

shelf	placed	pat'ting	build'ing
slate	el'der	put'ting	fin'ished
school	sev'en	writ'ten	meet'ing
piece	safe'ly	mo'ment	bring'ing
showed	fel'low	broth'er	ea'si est

LESSON VII.

THE PLAN OF A HOUSE.

1. Arthur turned his blocks out on the table, and Harry asked him how he had built a house for his sisters' dolls.

2. "I marked it out first," said Arthur, "by placing lines of blocks

for the walls, to show the shape of the house."

3. "That is right," said Harry. "Go on now, and mark the dolls' house out again." Arthur did so.

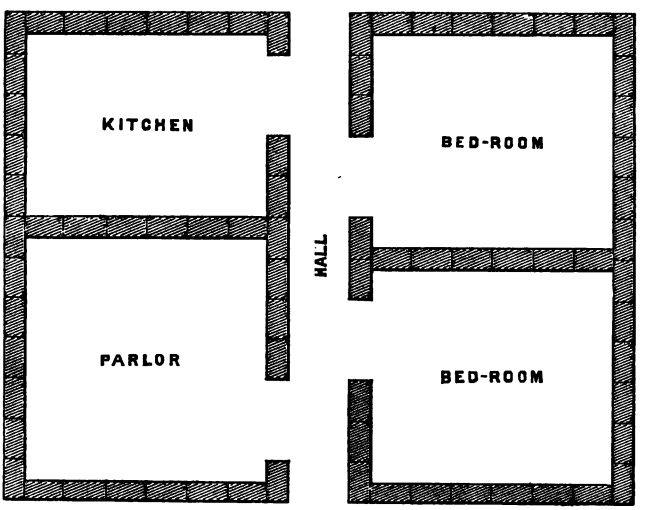
4. He was about to put on a second row of blocks, when Harry called out, "Stop, stop now, don't do any more. You have now the plan of a house of four rooms."

5. "But I can't take the blocks to school, to show my teacher. Besides, this is not drawing a plan," said Arthur; "it is building a plan."

6. "Take up your blocks," said Harry. Arthur did so. Then Harry laid a large sheet of white paper on the table.

7. "Now lay your blocks on the paper in the same form as before," said Harry.

Arthur laid his blocks on the



PLAN OF A HOUSE.

paper in the form of a house of four rooms.

8. Then Harry took a lead pencil and drew a line on the paper along the sides of the blocks.

"Now, take up your blocks again," he said.

9. Again Arthur took up his blocks, and there on the paper was the plan of a house.

10. Arthur clapped his hands with delight, when he saw how easily the plan had been made.

11. He then made a copy of the drawing, and wrote on it the name of each room.

12. "Arthur," said Harry, "it is easy to make the plan of a house, when you know how."

---

large	shape	pa'per	build'ing
right	asked	pen'cil	teach'er
sheet	turned	plac'ing	be sides'
house	marked	a bout'	a long'

LESSON VIII.

IDLE BEN.

1. Idle Ben was a naughty boy,
(If you please, this story's true);
He caused his teachers great annoy,
And his worthy parents too.

2. Idle Ben in a boastful way
To his anxious parents told,
That while he was young he thought he'd play,
And he'd learn when he grew old.

3. "O Ben," said his mother, and dropped a tear,
"You'll be sorry for this by-and-by."
Says Ben, "To me that's not very clear,
But at any rate I'll try."

4. So idle Ben refused to learn,
Thinking that he could wait;
But when he had his living to earn,
He found it was just too late.

5. Little girls! little boys! don't delay
your work;
Some day you'll be women and men.
Whenever your task you're inclined to
shirk,
Take warning from idle Ben.

---

great	wor'thy	thought	an noy'
grew	naugh'ty	caused	moth'er
tear	par'ents	please	re fused'
found	boast'ful	dropped	wom'en

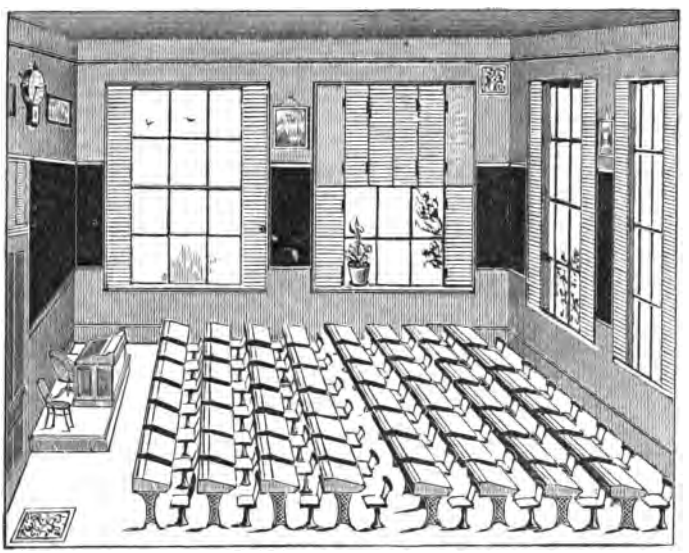
LESSON IX.

A PICTURE OF THE SCHOOL.

1. The teacher was pleased to see the plan that Arthur had made on his slate. But he was better pleased when Arthur told him how it had been done.

2. Placing the class before a

blackboard, the teacher drew Arthur's plan on it with a piece of chalk. He then told the



A PICTURE OF A SCHOOL-ROOM.

scholars how Arthur had learned to make a plan.

3. "Now," said he, "what is a plan?"

"A picture," cried several voices.

4. "No, no; a plan is not a picture," said the teacher, "as I will show you."

5. Going to the blackboard, he hung this picture over Arthur's drawing.

6. "What is this?" he asked.

"A picture of the school-room."

7. "What do you see in the picture?"

"A number of desks, chairs, a clock, blackboards, windows, and a door."

8. "Then what is a picture?"

"A drawing that shows what a place or a thing is like."

9. "Did Arthur's plan show what his house of four rooms was like?"

"No, sir. It only showed the form of the house, and how the rooms were situated."

10. "Then how should I make a plan of the school-room?"

"By drawing straight lines for the walls, to show the shape of the school-room."

11. "That is right," said the teacher; "and if Arthur will bring his box of blocks to school this afternoon, we will make a plan of the school-room with them."

---

clock	learned	go'ing	schol'ars
chalk	rubbed	bet'ter	sev'er al
should	straight	pic'ture	draw'ing
asked	ta'ble	plac'ing	sit'u a ted

LESSON X.

MEASURING THE SCHOOL-ROOM.

1. In the afternoon Arthur was back at school before the bell rang, with his box of blocks under his arm.

2. The teacher brought a long tape, with feet and inches marked on it.

3. Arthur's class was placed around the table, so that all might see how the plan of the school-room was made.

4. "How many sides has this school-room?" asked the teacher.

"Four," called out several voices.

5. "Are the front and the back of the same length?"

"Yes, sir," replied the children.

6. "Are the two sides of the same length?"

"Yes, sir; and just as long as the front and back."

7. "We will measure them with this tape," said the teacher. Arthur held one end of the tape, and the teacher the other.

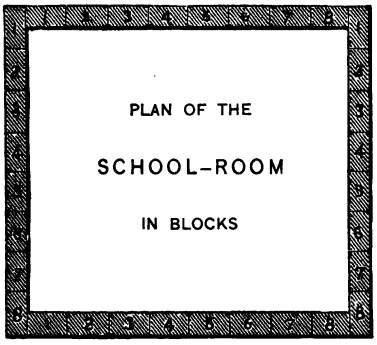
8. The two side walls were each forty feet long, and the front and back walls were the same.

9. "Now, how much longer are the side walls than the front and back walls?" asked the teacher.

10. "The side walls," said Arthur, "are just as long as the front and back ones."

11. "If eight blocks stand for one of the side walls, how many blocks must I use for a front wall?" asked the teacher.

"Eight," said Arthur.



12. "Right, again. — Now, Arthur, bring your blocks, and we will make a plan of the room."

13. While Arthur turned out his blocks, the teacher got a large sheet of white paper and laid it on the table, just as Harry had done when Arthur was building the dolls' house.

14. Then he put eight blocks

end to end, to stand for one of the sides of the school-room.

15. From each end of this line he carried out eight blocks, to stand for the front and back of the room. Then he put eight other blocks to stand for the other side.

16. "Now," said the teacher, "I will show you how to mark the shape without blocks."

17. With a thick pencil the teacher drew a line on the paper outside and inside of the blocks. Arthur then lifted his blocks away, and on the sheet of paper the plan of the school-room was seen.

18. "The next thing," said the

teacher, "is to mark where the doors and the windows are. This we will do to-morrow, when we draw the plan on the black-board."

twice	for'ty	twen'ty	six'teen
fourth	lift'ed	voic'es	meas'ure
brought	long'er	inch'es	car'ried
length	pen'cil	mor'row	out'side

LESSON XI.

THE HAY-FIELD.

1. Make hay while the sun is shining,
   In the morning of life make hay;
   A child like you
   But little can do,
   Yet work a little he may.

2. He who cannot load a wagon
   Can a little go-cart fill;

The stack will grow,
And its size will show
You have worked with a heart and will.

3. What small drops make the ocean!
What grains of sand the shore!
Let it be confessed
You have done your best, —
A giant can do no more.

---

grains	morn'ing	o'cean	worked
gi'ant	con fessed'	wag'on	shin'ing

LESSON XII.

A PLAN OF THE SCHOOL-ROOM.

1. Next morning, when the teacher came into the play-ground before school, he was amused to find that almost every boy who

had a box of blocks had brought it with him.

2. Buildings of every kind were being put up all over the playground. And such cries as, "That side is too long," "Hand me another block," "Make the parlor larger," "Now for the roof," could be heard on every side.

3. When the other classes had been set to work, the teacher called up Arthur's class.

4. "How long is the schoolroom?" he asked.

"Forty feet."

5. "And what is its breadth?"

"Forty feet."

6. "That is to say, the length is —"

"Just the same as the breadth."

7. "Quite right. Well, I draw this line on the black-board four feet long for one side. How long must I make the other?"

"Four feet."

8. The plan of the room was then drawn on the board.

9. "Now, draw the same on your slates."

"We can't."

10. "Why not?"

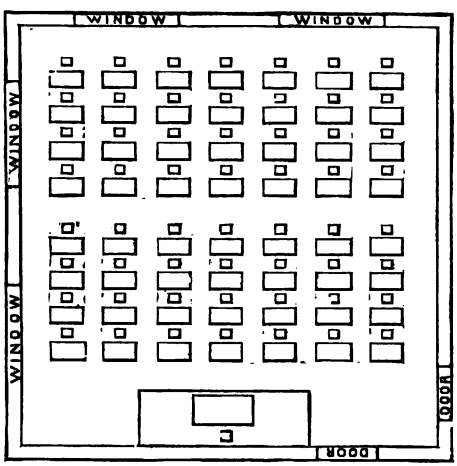
"Because they are not four feet long."

11. "Well, make your side lines four inches. Now, what will your front and back lines be?"

"Four inches."

12. "From this you see I may

make the sides any length I please, but I must always make the front and back the same length.



13. "My plan is much larger than yours; but both are right. Mine is on a large scale, yours is on a small scale.

14. "One inch in your plan stands for one foot in mine. —

Now, can you tell me what one foot in my plan stands for?"

"For ten feet in the room," said Arthur.

15. "Why?" "Because the wall is forty feet long and the plan is four feet, and forty is ten times four."

16. The master then made spaces in the sides, for the doors and the windows, by rubbing off the chalk marks. He made a square to show where his chair stood, and straight lines for the desks and chairs. The boys did the same on their slates.

---

scale	straight	doub'le	a mused'
board	breadth	spac'es	build'ings
drawn	brought	twen'ty	play'-ground

LESSON XIII.

PICTURES AND PLANS.

1. "You have now seen," said the teacher, "a picture of the school-room and a plan of the school-room. Are they the same thing?" "No, sir; they are quite different."

2. "Are they not both drawings?"

"Yes, sir; but they are not drawings of the same kind."

3. "What does a picture show?"

"A picture shows a place as we see it before us."

4. "What does a plan show?"

"A plan shows a place as we see it from above."

5. "May I make a picture as large or as small as I like?"

"Yes, sir."

6. "May I make a plan as large or as small as I like?" "Yes, sir."

7. "But what must I take care to do?"

"To make every part of the large plan large, and every part of the small plan small."

8. "How many blocks did we use to show one of the sides of the school-room?" "Eight."

9. "And how many to show the front?" "Eight."

10. "If, wishing to have a larger plan, we use twenty blocks for the side, how many must we use for the front?" "Twenty."

11. "Why?"

"Because we must keep the sides just the length of the front and back."

12. "Yes; everything in the same plan must be on the same scale. If we alter one part of a plan we must alter every other part.

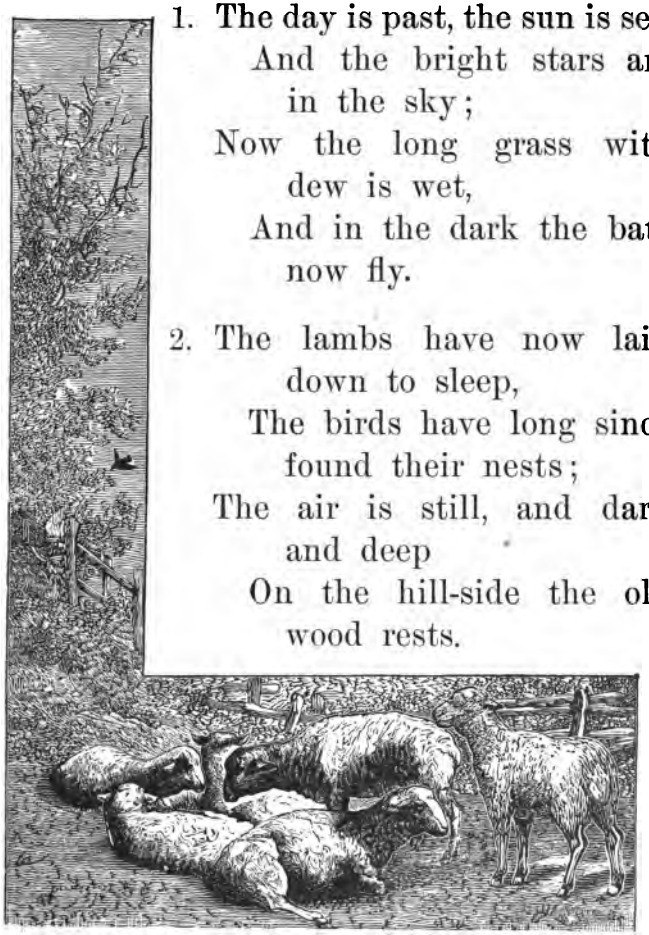
13. An inch long may stand for one foot, or twenty feet, or one mile; but whatever an inch in length stands for, an inch in breadth must stand for the same. Then the plan will be correct."

---

sides	small	twen'ty	cor rect'
short	breadth	wish'ing	draw'ing
eight	al'ter	six'teen	dif'fer ent
front	oth'er	pic'ture	what ev'er
large	larg'er	a bove'	ev'er y thing

LESSON XIV.

THE DAY IS PAST.



1. The day is past, the sun is set,
   And the bright stars are in the sky;
   Now the long grass with dew is wet,
   And in the dark the bats now fly.

2. The lambs have now lain down to sleep,
   The birds have long since found their nests;
   The air is still, and dark and deep
   On the hill-side the old wood rests.

3. Yet of the dark I have no fear,
   But feel as safe as when 'tis light;
   For surely God is with me here,
   And He will keep me all the night.

4. For He who rules the stars and sea,
   Who makes the grass and trees to grow,
   Will look upon a child like me,
   When on my knees to Him I go.

past	bright	young	light
grass	since	knees	look
trees	night	rules	dark

LESSON XV.

PLAN OF SCHOOL-ROOM AND PLAY-GROUND.

1. Next day, the teacher drew on the blackboard a plan of the school-room and the play-ground.

2. As he had to put the whole of the play-ground on the board, he had to make the scale smaller than when he drew only the school-room.

3. He found that the play-ground was one hundred and twenty feet long and eighty feet wide.

4. He drew a line three feet long for the length, and two feet long for the breadth. Then he added the other sides.

5. "Now, what is the length of the school-room?" he asked.

"Forty feet."

6. "And the length of the play-ground is—"

"One hundred twenty feet."

7. "Then the play-ground is how many times as long as the school-room?"

"Three times as long."

8. "So that the school-room is —"

"One-third of the length of the play-ground."

9. "Then if three feet stand for the play-ground, what will stand for the school-room?"

"One foot."

10. "Quite right. Then if I mark off one foot for the length of the school-room on the board, how long a line will show its breadth?"

"One foot."

11. "Why?"

"Because the school-room is just as broad as it is long."

12. "Quite right."

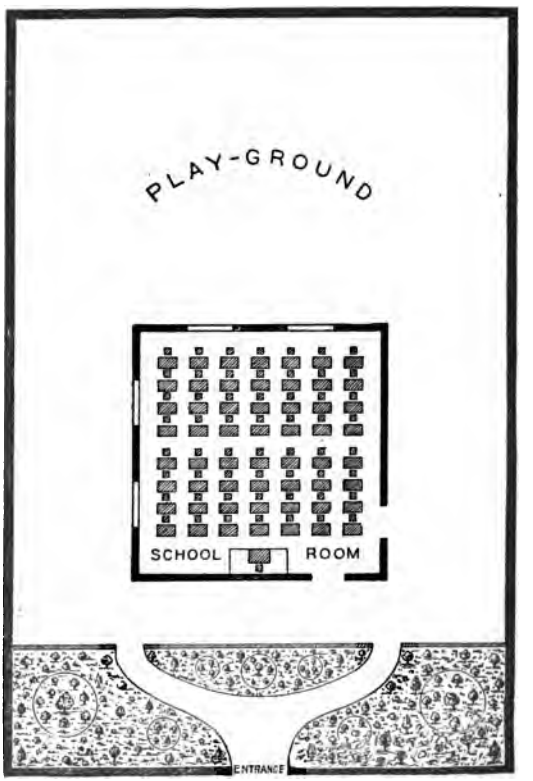
Then the other sides of the school-room having been added, the plan was finished.

13. Then the teacher marked the doors, the windows, the desks, and the master's desk. He also drew circles for the garden-plots and lines for the walks.

14. He then made each boy draw the plan on his slate, making the length of the play-ground three inches, and the length of the school-room one inch.

15. Then he told them to draw it half the size, and then twice the size.

16. "These three plans," he said, "are all plans of the same



play-ground and school-room. They are all of different sizes;

but each of them is correct, because in each case the playground is twice as wide as the school-room and three times as long.

found	siz'es	mas'ter	cor rect'
whole	doub'le	quar'ter	eight'y
ground	add'ed	small'er	mak'ing
breadth	gar'den	hav'ing	six'ty
marked	inch'es	cir'cles	fin'ished

LESSON XVI.

ARTHUR'S HOME.

1. Would you like to know something about Arthur's home? It was in a very pretty part of the country.

2. The house stood in the mid-

dle of a large garden in which grew many pretty flowers.

3. Green fields spread out on every side, — fields so green that Mr. Hope, Arthur's father, called his farm Greenside.

4. At the end of the field next the garden ran a pretty river. It was so clear that you could see the pebbles in its bed.

5. The brothers and sisters never tired of walking along the banks of the river, and picking the wild-flowers that grew there.

6. Behind the house there was a pond, on which there was a boat. There Harry and Arthur went to fish when they had a holiday.

7. The house was about a mile from the village school, and the way to it lay along country roads, by the sides of which grew tall and large trees.

8. There was also a wood not far away, where nuts and blackberries were found.

9. There the children loved to go to gather nuts, and to pick the ripe berries from the bushes. With a pole Arthur pulled down the high branches where the largest nuts grew.

---

fields	bush'es	peb'bles	be hind'
spread	ber'ries	pick'ing	larg'est
fath'er	vil'lage	walk'ing	flow'ers
mid'dle	chil'dren	broth'ers	some'thing
pret'ty	coun'try	branch'es	hol'i day

LESSON XVII.

THE WIND.

1. High and low
The spring winds blow!
They take the kites that the boys have made,
And carry them off high into the air;
They snatch the little girls' hats away,
And toss and tangle their flowing hair.

2. High and low
The summer winds blow!
They dance and play with the garden flowers,
And bend the grasses and yellow grain;
They rock the bird in her hanging nest,
And dash the rain on the window-pane.

3. High and low
The autumn winds blow!
They frighten the bees and blossoms away,
And whirl the dry leaves over the ground;

They shake the branches of all the trees,
And scatter ripe nuts and apples around.

4. High and low
The winter winds blow!
They fill the hollows with drifts of snow,
And sweep on the hills a pathway clear;
They hurry the children along to school,
And whistle a song for the happy New Year.

drifts	scat'ter	au'tumn	hang'ing
snatch	tan'gle	flow'ing	path'way
sweep	yel'low	hol'lows	blos'soms
hur'ry	whis'tle	grass'es	fright'en

LESSON XVIII.

A PLAN OF THE VILLAGE.

1. "Cousin James is coming to spend a week at the farm," said Harry one morning.

2. "What fun we shall have! He has sent a letter asking me to tell him about the place."

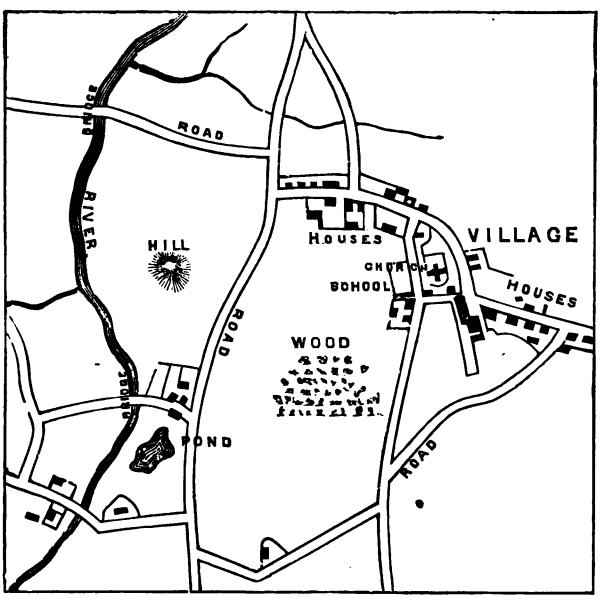
3. Arthur had never seen Cousin James, so he was glad to hear of the coming visit.

4. He sat with Harry when he wrote to James. "Tell him about the river, the pond, the hill, and the wood," said Arthur, afraid that Harry might forget something.

5. "Do you suppose that I am going to spend all day on this letter?" asked Harry. "No, no, my boy. Look here!"

6. "What is that?" asked Arthur, who did not know the meaning of the lines and the marks which covered the paper.

7. "This is a plan of the village and of the country around it. Here is Greenside. The crooked lines show the river and the streams



PLAN OF THE VILLAGE.

that run into it; and here is the pond behind the house. Then this is the hill, and that is the wood where the nuts grow.

8. "The village is here. There is the school, and here is the church. The double lines which cross the plan are roads."

9. "But what are the black marks?"

"They are buildings."

10. "What a little place you have made for the school and the play-ground!"

11. "Of course," said Harry. "Things are drawn here on a small scale, for the square shows a whole mile. That is, it shows a mile long and a mile broad, though on paper here it measures only three inches each way."

12. "Why have you cut the river in three places?" asked Arthur.

"Why? because where the roads cross the river there are bridges.

13. "If you were to look down on these parts from a balloon, you would see only the bridges, and not the river which runs beneath them. In making a plan, you are always supposed to be in the air, above the place you represent."

14. The plan was sent off to Cousin James, who was so pleased with it that he sent back a plan of the city in which he lived.

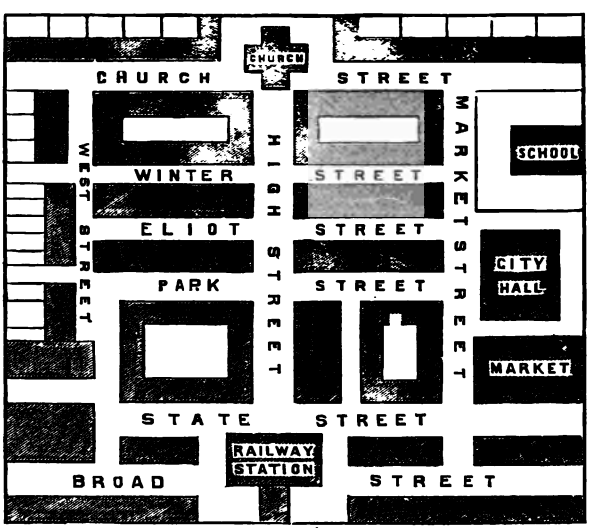
---

wrote	riv'er	a fraid'	mean'ing
drawn	pa'per	bal loon'	sup pose'
church	let'ter	bridg'es	meas'ures
streams	for get'	com'ing	build'ings
vis'it	cous'in	cov'ered	Green'side

LESSON XIX.

A PLAN OF THE CITY.

1. Harry and Arthur spent some time looking over the plan of the city which their Cousin James had sent to them.



PLAN OF THE CITY.

2. "These are the streets," said Harry, pointing to the double lines.

"There is not room to mark every house on a plan so small. The plan only shows the shape of each block of buildings, where it stands, and the ground that it covers.

3. "Here is the house in which James lives. There is the school, with houses on every side. How different from our school in the country, which stands amid tall trees and green fields!"

4. "Of what use is that plan to any one?" asked Arthur. "It seems to me to be more like a puzzle than like anything else."

5. "I'll show you what may be done with it," said Harry. "Suppose that I had to go to see James, and that I had never been

in the city before, but had this plan in my pocket.

6. "The train would take me to the railway station. Then James lives in Church Street, where I have made a cross. Now I should just walk along High Street, turn into Church Street, and I should be at the place.

7. "People go to strange cities and are able to find their way by means of plans, without asking any one to show them where to go.

8. "Do you know the difference between a city and a village?" asked Harry.

9. "I know that a city has a great many more streets and

houses and shops in it than a village has," said Arthur.

10. "That is the difference," said Harry. "A city is a great many houses built together, and a village is a few houses built together."

---

shape	cous'in	puz'zle	point'ing
strange	ask'ing	sta'tion	to geth'er
James	peo'ple	sup pose'	dif'fer ent
built	pock'et	be tween'	dif'fer ence

LESSON XX.

GOOD RULES IN VERSE.

1. The cock doth crow to let us know,
   If we are wise, the time to rise.

2. Work or play, read or spell,
   One thing at a time, and do it well.

3. Work while you work, play while you play,
Is the best way to be happy and gay.

4. All the day do what is right,
And sweet your sleep will be at night.

5. Ne'er till to-morrow's light delay
What may as well be done to-day.

6. You should to others always do
As you would have them do to you.

7. With all your soul love God above,
And as yourself your neighbor love.

---

rise	work	oth'ers	your self'
wise	while	hap'py	neigh'bor
time	should	al'ways	to-mor'row

LESSON XXI.

A MAP.

1. Calling up Arthur's class to the blackboard on another day,

the teacher said, "We have made a plan of our school-room; we have also made a plan of the play-ground. Has any one ever seen a plan of anything else?"

2. "Yes," said Arthur: "Harry made a plan of the village the other day."

3. "Well, we may make a plan, not of one village only, but of many villages and cities; and we may make a plan of our country.

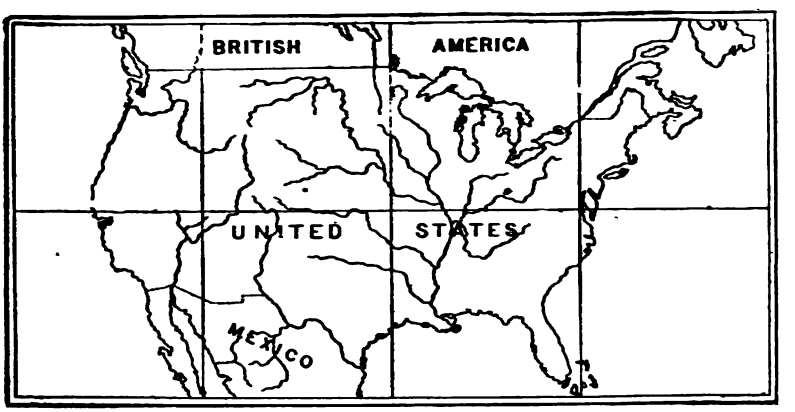
4. "Can you tell me its name?"

"United States," cried several scholars.

5. "Yes," said the teacher. "Our country is called the United

States; and now I will make a plan of it on the board."

6. The teacher then made an oblong. This he divided into



MAP OF THE UNITED STATES.

eight squares, and then he drew in it a plan of the United States.

7. "Please, sir, that is not a *plan;* it is a *map*," said one of the boys.

"Why do you say so, Brown?"

"Because it is just like that map of the United States hanging on the wall," said Brown.

8. "But the map of the United States on the wall is a plan. All maps are plans, and all plans are maps, but we call them plans when they are made to show only a house, or a village, or even a city.

9. "When a drawing shows a country, or a large part of a country, it is called a map. It does not matter how large or how small we make a map, if we take care to draw every part of it on the same scale.

10. "If we make one inch stand for a thousand miles long, one

inch must also stand for a thousand miles broad.

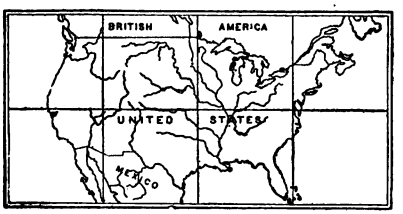
11. "The best way is to use a map drawn on a surface which has been divided into squares of so many miles.

12. "Each of the eight squares into which the map of the United States is divided stands for one thousand miles long and one thousand miles broad. What does the whole map stand for?"

"A length of four thousand miles and a breadth of two thousand miles," said Arthur.

13. "Now I will draw another map of the United States on a smaller surface. This I also divide into eight squares.

14. "The squares represent one thousand miles in length and one thousand miles in breadth in both maps; and both maps stand for a space four thousand miles long and two thousand miles broad. What do we learn from this?"



"That the same map may be drawn on a scale of any size."

15. "Yes," said the teacher; "the scale on which a map is drawn has nothing to do with the size of the country."

---

di vide′	vil′lage	draw′ing	an′y thing
Har′ry	noth′ing	thou′sand	vil′lag es
coun′try	six′teen	black′board	U nit′ed

LESSON XXII.

THE WORLD.

1. The teacher now placed a globe on the table. It was a map drawn on a ball and fixed in a frame.

A GLOBE.

2. "This is a map of the world," he said. "A map of the world is best shown on a ball, because the world is round. All the parts of the world are marked on this ball, and it looks like a little world.

3. "It is fixed in a frame so

that it may be turned round and round, to show first the one side and then the other.

4. "But a map of the world is not always drawn on a ball. It is oftener drawn on a sheet of paper.

MAP OF THE WORLD.

5. "Here is a flat map of the world," said the teacher, taking down one of the wall-maps and putting it on the blackboard.

6. "To show both sides of the

world at once, two round maps are placed side by side."

7. Then he turned the globe on the table, so as to show that each of the round maps was a plan of one-half of the world.

---

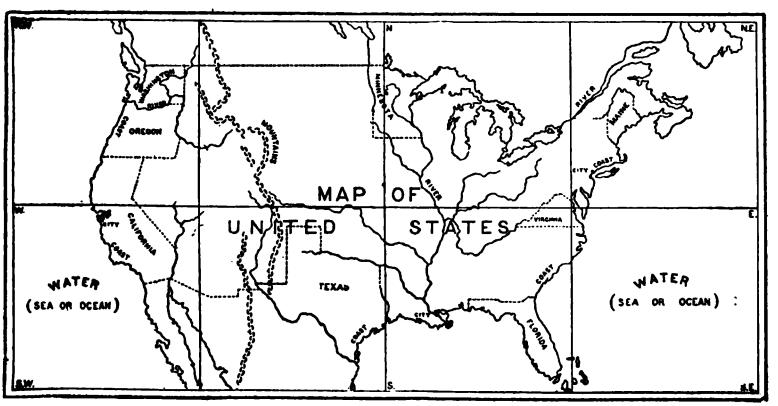
globe	shown	placed	tak'ing
world	frame	turned	put'ting
round	drawn	marked	of'ten er

LESSON XXIII.

HOW TO READ A MAP.

1. "Before we can use a map we must learn to read it," said the teacher. "Here is a map of the United States. It shows us the shape of the country, and the squares over it tell its size.

2. "Some parts of a map show land, and others show water. The water is often made darker than the land. On the wall-maps the water is colored blue. To



MAP OF THE UNITED STATES.

make the different parts of a map plain, I have printed the names on them."

3. "What is this?" he asked. — "LAND."

"What name is given to it?" —"COUNTRY."

"What country?"—"The United States."

4. "Remember, the United States is a country, and a country is a piece of land," said the teacher.

5. "Now, what is this?"—"WATER."

"What name is given to it?" —"SEA."

"Yes; it is called the sea or ocean.

6. "Here is a crooked line, which marks the land next the sea, and is called the COAST,—the sea-coast or sea-shore.

7. "The crooked lines on the

land stand for RIVERS. Rivers and coast lines are shown very much alike. But coast lines are next the sea, and rivers run from the land to the sea.

8. "Now look at these thin lines drawn close together. They are meant to show where the land rises up into MOUNTAINS.

9. "Last of all we have dots, sometimes round dots and sometimes square dots, to show places — villages, towns, and cities.

"Thus you see how the shore, rivers, sea, mountains, and places are marked on the map."

---

coast	prop'er	col'ored	some'times
meant	cit'ies	crook'ed	dif'fer ent
riv'er	dark'er	moun'tains	re mem'ber

LESSON XXIV.

THE WEATHER-VANE.

1. "Which way is the wind blowing?" asked Mr. Hope one day. Harry looked out of the window, and then said, "South."

2. "I wish I could tell which way the wind blows," said Arthur. "But I cannot even see the wind when it does blow."

3. "Nor can I," said Harry; "but come into the garden, and I will show you how to tell which way it blows."

4. Into the garden the brothers went, and Harry pointed to the weather-vane on the top of the summer-house.

5. "What has that to do with the wind?" asked Arthur.

"Nothing," said Harry; "but it tells which way the wind blows.

6. "You see the four arms?" —"Yes."

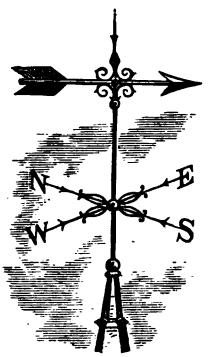
"What are the letters on them?" —"N. S. E. W."

7. "Do you know what these letters stand for?" —"No."

"I will tell you. N. stands for North; S. stands for South; E. stands for East; and W. stands for West. These are called the four chief points."

8. "Did you look at the weather-vane on the summer-house when father asked you about the wind?"

9. "How could you tell from that?" "Above the arms bearing the letters there is a vane. The arms are fixed, but the vane is blown round by the wind. The arms always point the same way, but the vane points the way the wind blows."



WEATHER-VANE.

10. "I see," said Arthur. "When the wind blows from the North, the vane turns to N.; when the wind blows from the South, the vane turns to S.; and so on."

11. "Can you tell where north, south, east, and west are without looking at the weather-vane?" asked Arthur.

12. "Yes: in the morning the sun is in the east; at mid-day it is in the south; in the evening it is in the west.

13. "Because of this, people say that the sun rises in the east and sets in the west.

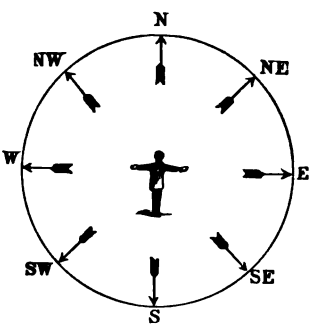
14. "Rise early some morning and notice in what part of the sky the sun first appears.

15. "Look at it again in the evening when it is just going out of sight, and you will find that it is in the opposite part of the sky.

16. "Now it is twelve o'clock—it is mid-day. Where did I say the sun was at mid-day?"—"In the south."

17. "Turn your back to it." Arthur did so.

"In what direction are you looking?" said Harry.—"North."



BOY LOOKING NORTH.

18. "Stretch out your arms. Now in what direction is your right hand pointing?" —"East."

"Your left hand?"—"West."

19. "Midway between north and east is north-east. Midway between north and west is north-west. Midway between south and east is south-east. Midway between south and west is south-west."

east	no'tice	mid'way	point'ed
west	fa'ther	let'ters	op'po site
north	bear'ing	blow'ing	e'ven ing
south	ap pears'	weath'er	di rec'tion

LESSON XXV.

THE DIPPER AND THE NORTH STAR.

1. "It is all very well to know where the four points are when you look at a weather-vane, or at the sun," said Arthur, "but how can you tell them by night?"

2. "Then we can look up at the stars, and so find out at once where the four points are. If you wait till night, then I will show you the stars which point out the North."

3. It would have been a long day for Arthur, had not his cousin James come just after dinner.

4. The boys showed the place to their cousin, who seemed to know nearly as much about it as they did.

5. "Let me see," he said. "I have seen the river and the pond; the village is over yonder, and the hill there, but where are the woods?"

6. "You have never been here before," said Arthur, "so how do you know that there are any woods?"

7. "What does this say?" asked James, showing Harry's

plan. Then Arthur saw how very useful a plan may be, in showing all about a place to one who has never been there.

8. After tea Harry told James about their plan-making — how they had made a plan of a dolls' house, then of the school-room, next of the play-ground, and last of all of the village.

9. "Now," said Harry, "Arthur wishes to be able to tell the four chief points. I have shown him how to know them by the sun at mid-day; to-night I am going to show him how to find them by the stars."

10. As soon as it was quite dark, the boys went out into the

garden to look at the stars. It was a beautiful night, and they looked up at the sky with feelings of wonder.

11. For a moment no one spoke; then Harry and James, who had been running their eyes over the stars, spoke together.

"There is the Wagon and Horses!" cried Harry.

"Yonder is the Dipper!" said James.

12. Harry then pointed out to Arthur a group of seven stars, which he had called the Wagon and Horses, and which James had called the Dipper.

13. "These names were given to this group of seven stars,"

said Harry, "because some people thought that they looked like a wagon and three horses, and others said that they looked like a dipper."

14. Arthur looked up into the sky for several minutes before he was able to pick out the seven stars which his brother had pointed to. At length he made them out and counted them.

THE DIPPER.

15. "I think they look more like a dipper than like a wagon and horses," said Arthur.

16. "But please remember that their proper name is the Great Bear," said Harry.

17. "Why?" asked Arthur.

"Because men at first thought that the group looked like a bear with a long tail.

18. "Now, Arthur," said Harry, "look at the two stars in the front of the Dipper. A line drawn through them would point to a bright star which stands by itself a good way off. There it is. That is the North Star; and the two stars in the front of the Dipper through which the line is drawn are called the Pointers.

19. "Other stars seem to change their places, but this star is al-

ways in the North. So by that you can tell the four chief points."

group	wag'on	min'utes	run'ning
bright	won'der	peo'ple	chang'es
through	yon'der	dip'per	feel'ings
use'ful	mo'ment	count'ed	beau'ti ful

LESSON XXVI.

THE COMPASS.

1. When they were once more seated at the table, James took a little box off his watch-chain and handed it to Arthur.

2. Arthur took it, and began to turn it about. "It moves," he said, as he looked at the watch-like face. "The hand goes round and round. Is it a watch?"

3. "No, it is not a watch," said Harry. "It does not tell the time. It tells the four chief points. You asked me how I could tell the four chief points when I could see neither the weather-vane nor the sun.

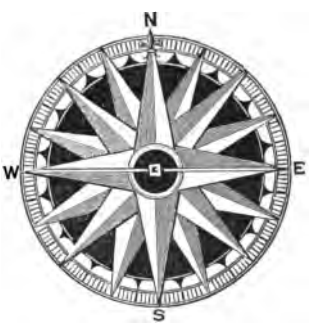
DECK-COMPASS.

4. "To-night you have seen the star that points out the north. But there are times when neither the sun nor the stars can be seen. What is to be done then? I will tell you.

5. "Look at this box again.

The hand that moves about is called a needle. It always points to the north.

6. "Turn it about as you will, carry it where you may, that needle has the strange power of always pointing to the north."



COMPASS.

7. "Is it a common needle?" asked Arthur.

"No; it is called a magnet. It has been made for this purpose in a way that you cannot now understand."

8. "Oh, I know what a magnet is," said Arthur. "It is a thing having the shape of a horse-

shoe. Tom Barnet has one; and he can pick up needles with it, and hang his knife to it."

9. "Well," said Harry, "you must know a magnet, if left free to move, will always turn one end toward the north. A compass is a little magnet swinging on the top of a pin, and it always points to the north.

10. "This box is called the mariner's compass. It is the sailor's guide. Without it he would not be able to find his way to places across the ocean thousands of miles away.

11. "With it he can steer his way, without a guide-post or a mile-stone, to any part of the

world, or even round the world, though he may never have made the voyage before."

12. It was now bed-time; but before going to bed, Arthur looked out of the window to take another look at the Dipper, — as he liked to call it, — pointing at the Pole Star.

---

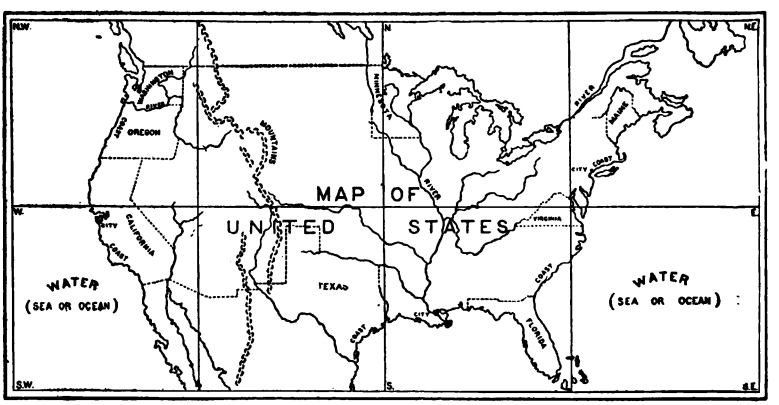
knife	pow'er	mag'net	pur'pose
guide	seat'ed	com'mon	swing'ing
watch	nee'dle	com'pass	mar'i ner
strange	voy'age	with out'	un der stand'

LESSON XXVII.

THE COMPASS AND THE MAP.

1. On the following day the teacher allowed the boys to put

a large N on the north wall of the school, an S on the south wall, an E on the east wall, and a W on the west wall.



MAP OF THE UNITED STATES.

2. Then he showed them the use of the four chief points in making and in using maps.

3. He drew a map of the United States on the blackboard, and made dotted lines across the map.

4. Then he put N. at the top for north, S. at the bottom for south, E. at the right hand for east, and W. at the left hand for west.

5. Between north and east he put N.E. for north-east; between north and west, N.W. for north-west; between south and east, S.E. for south-east; and between south and west, S.W. for south-west.

6. Having done this, he said, "By using the points of the compass we can find places on maps, and can also tell the direction of one place from another.

7. "I shall mark eight States on this map, and I want you to

tell me their position on the map."

8. When the teacher had marked the States on the map, he asked the boys to read the names of them, and also to say in what parts of the United States they were.

9. As he pointed to the map, the class read as follows:—

10. "Minnesota in the north, Texas in the south, Virginia in the east, Oregon in the west, Maine in the north-east, Washington in the north-west, Florida in the south-east, and California in the south-west."

11. This was the last lesson in geography before the holidays.

That afternoon the brothers said good by to their teacher for a month.

Maine	dot'ted	tow'ard	Wash'ing ton
showed	coun'ty	coun'ties	ge og'ra phy
us'ing	bot'tom	Or'e gon	Min ne so'ta
Tex'as	al lowed'	po si'tion	Vir gin'i a

LESSON XXVIII.

WHO MADE THE STARS.

1. "Mother, who made the stars, which light
The beautiful blue sky?
Who made the moon, so clear and bright,
That rises up so high?"

2. "'Twas God, my child, the Glorious One;
He formed them by his power;

He made alike the shining sun,
And every leaf and flower.

3. "He made your little feet to walk;
Your sparkling eyes to see;
Your busy, prattling tongue to talk;
And limbs so light and free.

4. "He paints each pretty flower that blows,
With loveliness and bloom;
He gives the violet and the rose
Their beauty and perfume.

5. "Our many wants his hands supply;
He guides us every hour;
We're kept beneath his watchful eye,
And guarded by his power.

6. "Then let your little heart, my love,
Its grateful worship pay
To that kind Friend, who, from above
Thus guides you every day.

7. "In all the changing scenes of time.
On him our hopes depend;
In every age, in every clime,
Our Father and our Friend."

paints	sup ply′	de pend′	prat′tling
guides	wor′ship	vi′o let	spark′ling
scenes	formed	guard′ed	glo′ri ous
tongue	grate′ful	chang′ing	love′li ness
bus′y	beau′ty	watch′ful	beau′ti ful

'Twas, it was. We're, we are.

LESSON XXIX.

THE TWO GLOBES.

1. The holidays passed quickly and pleasantly away, and one Monday morning our young friends went back to school.

2. When the boys in Arthur's

class had been getting lessons on plans and maps, the teacher had made them a promise. He said that as soon as they knew what a map was, he would tell them something about the strange things seen in far-off lands.

3. So one day the teacher placed a globe before the class, and pointed out a large country on the northern part of it.

"There," said he, "are the United States of America."

4. As the teacher said this, he saw that the boys turned from the globe and looked at the school-room wall, on which were large maps of the United States and America.

5. He knew what these looks meant. He saw that the boys did not yet see clearly that the same country could be shown as very small on one map, and as very large on another.

6. The globe on the table was a very large one, — so large that Harry could hardly make his arms meet around it. As the teacher looked at it, the thought came into his mind that he had a much smaller globe.

7. Having brought the smaller globe, he placed it on the table beside the larger one. When the boys saw it, they smiled to one another, and one of them called it a pretty baby world.

8. It looked exactly like the other globe; but in size it was no bigger than an orange. By the side of the larger one, it looked very small indeed.

THE TWO GLOBES.

9. Pointing to the two globes the teacher said: "The whole world is drawn on each of these globes; and though the one globe

is so much smaller than the other, they both show the same world.

10. "It is the same with the map of the United States. On the little globe our country is very small; on the large globe it is more than a foot in length; but on the wall-map it is nearly two yards in length.

11. "A map may be of any size we like to draw it, but the size of the country remains the same; for a map, you know, is only the plan of a country."

---

or'ange	quick'ly	clear'ly	pleas'ant ly
les'sons	re mains'	brought	A mer'i ca
Mon'day	small'er	ex act'ly	hol'i days
morn'ing	north'ern	prom'ise	coun'try

LESSON XXX.

THE MASTER'S PORTRAIT.

1. To make his meaning yet plainer the teacher went to his house, which was quite near, and brought a picture for the boys to look at.

2. When he placed the picture against the board, the boys saw that it was a likeness, or portrait, of their teacher. This picture was half life-size.

3. "Here is another portrait," said the teacher, pulling a card out of his pocket. This was so small that the boys had to pass it from one to another in order to see it.

4. The two portraits were alike in everything but in size. The one was an exact copy of the other.

5. Standing with his back to the board, the teacher told one of the boys to mark his height on the board. Getting on a chair, a boy named Brown did so with a piece of chalk.

6. Measuring from the floor to the chalk mark, the boys saw that their teacher was six feet high.

7. "Now measure my two portraits," he said. They did so, and found that the larger portrait was three feet high, and the smaller one but three inches.

8. "How tall am I?" asked the teacher.

"Six feet."

"How many inches are there in a foot?"

"Twelve."

"How many in six feet?"

"Seventy-two."

9. Pointing to the larger portrait he said: "Here is my portrait three feet high, or half as tall as I am; and here is my portrait," taking up the card, "but three inches high; and yet both show the whole of me, while I am all the time six feet high.

10. "In the larger picture every part of me, — the head, the hands, the fingers, — is shown, smaller

than it really is; but all the parts are there; and in the smaller picture they are shown smaller still, but all are there.

11. "So we draw a map of the world, or of any part of it, of any size we like; and as long as all the parts are drawn to the same scale, the map is a correct one."

12. "What facts have you now learned about maps, Harry," asked the teacher. "We have learned that you may make a map any size you like, and it will still show the form of a country correctly."

---

scale	twelve	pull'ing	fin'gers
world	cop'y	like'ness	re'al ly
board	or'der	por'trait	sev'en ty
height	brought	mean'ing	meas'ur ing

LESSON XXXI.

A WISH.

1. "Be my fairy, mother:
Grant me a wish to-day, —
Something as well in the sunshine,
As when the rain-drops play."

2. "And if I were a fairy,
With but one wish to spare,
What should I give thee, darling,
To quiet thine earnest prayer?"

3. "I'd like a little brook, mother,
All for my very own;
To laugh all day among the trees,
And shine on the mossy stone;

4. "To run right under the window,
And sing me fast asleep;
With soft steps, and a tender sound,
Over the grass to creep.

5. "Make it run down the hill, mother,
With leap like a tinkling bell,

So fast I could never catch the leaf
That into its fountain fell.

6. "Make it as wild as a frightened bird,
As crazy as a bee,
With a noise like baby's funny laugh, —
That's the brook for me!"

---

catch	qui'et	fair'y	tink'ling
creep	cra'zy	ten'der	sun'shine
spare	fun'ny	ear'nest	foun'tain
laugh	moss'y	dar'ling	fright'ened

LESSON XXXII.

FAR-OFF LANDS.

1. In the next lesson, the teacher again placed the globe before the class, and began by pointing to the United States of America.

2. "Here is our home," he said; "and you see how small it is compared with the whole world.

3. "We wish to know as much as we can about the land we live in; but we also wish to know something about the people and the places in far-off lands.

4. "Can you tell me why we have such a desire to hear about other countries?"

"Because things are so different from what they are in the United States," said one of the boys.

5. "How do you know that?"

The boys looked at one another as if they hardly knew what answer to give, and yet as if they had something to tell.

6. "Think for a moment," said the teacher, "and then you will tell me something you have seen that came from some other land."

7. The boys were silent for a moment, and then up went almost every hand in the class.

8. "Answer in your turns," said the teacher. "Fred Brown will speak first.—What have you seen, Fred?"

9. "A black man, sir," said Fred.

"Where?"

"In the street, when I was at New York, during the holidays."

10. How all the boys looked at Brown, and how they wished they had been in his place! But the

teacher called out, "Next," and at once Sam Wilson spoke.

11. "I saw an organ boy with —" The boys burst out laughing. They could not help it.

THE ORGAN BOY.

Even the teacher joined with them. But Sam did not laugh. He did not see what there was to laugh at.

12. "Organs are made in the United States," said the teacher.

"I had not finished what I wished to say," said Sam.

13. "Then finish," said the teacher.

"With an organ and a monkey," said Sam.

"You are right," said the teacher; "we were too ready to interrupt you before you had finished."

14. Then turning to the others, the teacher heard their answers. One had seen a lion, another had seen an elephant, and another a parrot.

15. "Are there no articles of food often used here, but not grown, in this country?"

"Yes, sir."—"Tea."—"Coffee."—"Spices."

16. "That will do," said the teacher. "Your answers show that in other lands there are men,

and animals, and plants, unlike those seen in our land. In our next lesson we shall speak about the red man."

---

joined	les'son	an'swer	com pared'
spic'es	de sire'	mo'ment	an'i mals
cof'fee	si'lent	dur'ing	New York
or'gan	par'rot	fin'ished	ar'ti cles
wished	turn'ing	coun'tries	el'e phants

LESSON XXXIII.

THE RED MAN.

1. The boys were very eager for their next lesson. They had all heard or read stories of the red man or Indian, as he is called, and Tom Austin had really seen

one selling baskets when he visited Niagara Falls.

2. Now they were to have a lesson about these strange people. "I will now show you where the red man lives," said the teacher. "Here it is."

MAP OF AMERICA.

The boys looked at the globe, and found their teacher pointing to their own country.

3. "This land," said he, "was once the home of the red man. Here he lived in the great forests, or wandered over the wide plains.

Now he has nearly disappeared from the eastern part of our land, but many Indians still dwell among the high mountains and on the great plains of the west.

RED MAN.

4. "Here is a picture of a red man, or red Indian, as he is called. His skin is copper or bronze colored."

5. Taking a penny out of his pocket, the teacher told the boys to pass it round, that they might be able to remember the color of the red man.

6. When the penny had gone round, the teacher said, "To make

himself look fierce before his enemies, the Indian paints himself. On his body he makes pictures of birds and beasts and fishes.

7. "The red man is fond of hunting and of fighting. He does not build houses and live in towns, but makes a wigwam or tent by stretching the skins of animals on poles.

8. "This tent he moves from place to place as he wanders about in search of game. Sometimes in winter the Indian builds a hut of logs of wood.

9. "One of the funniest things about these people is the kind of cradle they use for their babies.

10. "Here is a picture of one on its mother's back. The baby in the cradle is wrapped round and round with cloth. It cannot move hand or foot.

THE BABY'S CRADLE.

11. "The cradle is only a piece of board with a bit of wood at the bottom for the baby's feet to rest on.

12. "The mother carries this queer cradle by a broad band that passes round her head. When she is busy she does not

put the cradle on the ground; she hangs it on the branch of a tree till her work is done.

13. "If a baby dies, the Indian mother shows her love for it by filling the now empty cradle with black feathers, and carrying it about with her for some time, to remind her of her dead child."

bronze	ba'bies	yel'low	In'di an
search	cop'per	wig'wam	fun'ni est
cra'dle	pen'ny	wan'ders	en'e mies
wrapped	for'ests	stretch'ing	A mer'i ca

LESSON XXXIV.

WHERE SUGAR COMES FROM.

1. In the next lesson the teacher again turned the globe,

so that America could be seen. "For," said he, "America is not only the home of the red man, but it is also one of the countries in which the sugar-cane grows.

2. "America is thousands of miles in length. Look at it here on the globe. See how it stretches from the far north away almost as far south.

3. "Because of this it is very cold in some parts, and very hot in others. It is in the hottest parts that the sugar-cane grows. There the sun pours down his rays so fiercely that white men can scarcely live.

4. "Who do the work? you will wonder. Not the red men.

They are too fond of hunting and wandering about, so black men do all the work.

THE SUGAR-CANE.

5. "The first black men who were taken to America were slaves. Cruel men stole them from their homes in Africa, put

heavy chains on them, carried them on board ships, and took them to America. There they were bought and sold like cattle, and forced to work for their masters.

6. "Now all the slaves are free. They still do the work, but they are paid wages, and they can go where they like and work for whom they like.

7. "But we must not forget the sugar. When the canes are ripe they are cut down and taken to a mill, where they are crushed between heavy rollers till all the juice is squeezed out of them.

8. "This juice is boiled, and then put into basins to cool. As

it cools it becomes sugar. This is put into great barrels called hogsheads.

9. "At the bottom of the barrels there are holes, through which some of the juice runs. This juice is called molasses.

10. "You will now understand why molasses is as sweet as sugar. Why?"

"Because they both come from the sugar-cane," said one of the boys.

11. "Some sugar is brown, and some white. Some is soft, and some hard; some is in fine powder, and some in big lumps. The difference is only in the way in which it has been prepared

for use. It all comes from the sugar-cane."

juice	cru'el	squeezed	pre pared'
forced	cat'tle	fierce'ly	hogs'heads
bought	heav'y	scarce'ly	wan'der ing
roll'ers	crushed	stretch'es	mo las'ses
bar'rels	hot'test	coun'tries	dif'fer ence

LESSON XXXV.

MONKEYS.

1. "Where do monkeys come from, please, sir?" said one of the boys one day as the class stood round the master's table.

2. "So you have not forgotten the organ and the monkey. Well, well, I suppose we must say

something about the queer creatures; for really they are very interesting little animals.

3. "Monkeys are found in America, and also in other parts of the world. The monkeys carried about our streets are very small when compared with some that are found in some parts of Africa.

4. "The American monkeys have long tails, which they use in climbing. These tails are so long that they serve for hands.

5. "The monkey curls its tail round a branch of a tree and swings itself from one branch to another, and in this way it passes from tree to tree.

6. "Here is a picture of a bridge of monkeys. I will tell you how it is made. One mon-

A BRIDGE OF MONKEYS.

key catches hold of a tree on the bank of a river; a second monkey takes hold of the first; a third holds on by the second; another

joins on to the third, until a number are linked together.

7. "Then they begin to swing backwards and forwards, till the monkey at the end of the chain seizes a branch of a tree on the other side of the river.

8. "In this way a bridge is made by which all can pass in safety. Then the monkeys that are linked together swing themselves to the bank after their friends.

"In our next lesson we shall speak about the black man."

---

bridge	seiz'es	mon'key	climb'ing
streets	lurked	catch'es	for got'ten
swings	safe'ty	for'wards	back'wards

LESSON XXXVI.

THE BLACK MAN.

1. The globe was again placed on the table before the class, and the teacher told the boys that, as in a map, the top of the globe was the north, the bottom the south, the right hand the east, and the left hand the west.

2. "Arthur will point out the United States," said the teacher.

Arthur did so.

3. "Now draw your finger over the globe, going south-east, and you will come to a big country somewhat like a pear in shape."

4. "Here it is," said Arthur. "It is called

"AFRICA."

The whole class repeated this name together.

5. "Look again at the globe," said the teacher. "The top and the bottom, that is, the north and the south, show the coldest parts of the Earth. All round the middle is the hottest part.

MAP OF AFRICA.

6. "In what part is Africa?"

"In the hottest," was the reply.

"How hot it is, we cannot understand; but it is so hot in some parts of Africa that white men can scarcely live there.

7. "Africa is the home of the black man. There thousands and thousands of these people live in a state almost as wild as that of the beasts of the forest.

NEGRO.

8. "Here is a picture of a black man.

"What do you see in it?"

"His skin is black," said one.

"His lips are thick," said another.

"His nose is broad and flat," said a third.

"His hair is very short and woolly," said a fourth.

9. "Yes; these are some of

the things in which the black man differs from men of other races," said the teacher. "Black men are also called negroes. A negro simply means a man with a black skin.

10. "I have more to tell you about Africa, the land the negro lives in, but I must leave that for our next lesson."

third	ea'ger	bot'tom	cold'est
heard	ne'gro	for'ests	scarce'ly
pear	wool'ly	ne'groes	Af'ri ca
beasts	hot'test	mid'dle	un der stand'

LESSON XXXVII.

THE LION.

1. "Africa is not only the home of the negro; it is also the

THE LION.

land of the lion and the elephant," said the teacher, as he placed a picture of a lion before the boys.

2. "What can you tell me about the lion?" he asked.

"He is called the king of beasts," said Arthur.

3. "Why?"

"Because of all animals he looks most like a king."

4. "You have often had a lesson on the lion: tell me something about him."

"He is very strong."

"He is very fierce-looking."

"He has a long mane and a long tail."

"He can see in the dark."

5. "Quite right, boys," said the master. "Now tell me, in what are the lion and the lioness not alike?"

6. "The lion has a long mane, and the lioness has none. The lion is also much stronger than the lioness."

7. "True. Now look again at the picture. You can see the lion's paw. If he could move, we might ask him to show us the under part of it.

8. "Do any of you know what it is like?"

"There is a pad under each toe," said a boy.

"The claws are sharp, and they can be pushed out and drawn back as the lion wishes," said another.

9. "Arthur," said the teacher, "will you step across to my house and bring the cat here for a few minutes?"

10. Arthur ran off, while the other boys smiled with delight;

and he returned shortly with the cat in his arms.

11. Puss was very good while the teacher showed its paws to his scholars. He also spoke of its head, its eyes, its whiskers, its long body, its rough tongue, and its sharp teeth.

12. "Lions are giant cats," he said. "The paws, teeth, eyes, and other parts of both animals are alike. They both feed on flesh. They can both see in the dark; and by night they go out in search of their prey.

13. "What is a cat's prey?" he asked.

"Mice," was the reply.

"And what is a lion's prey?"

"Deer, sheep, cows, horses, and sometimes men."

14. "When a cat or a lion springs on the animal it wishes to catch, it thrusts out its terrible claws, just as a soldier draws his sword.

15. We could spend the whole day in talking about the lion. Another time I may tell you some of the stories I have read about this fierce creature. Our next lesson will be on the elephant."

---

fierce	smiled	mas'ter	crea'ture
rough	pushed	a cross'	li'on ess
sword	tongue	gi'ant	ter'ri ble
search	thrusts	de light'	whis'kers

LESSON XXXVIII.

THE ELEPHANT.

THE ELEPHANT.

1 "Here is an elephant," said the teacher, as he put a picture of that animal on the board before the class.

2. "How high is an elephant?"

"About ten feet."

"How many yards is that?"

"Three yards and one foot."

3. "Can any of you name anything that is about ten feet high?"

"The play-ground wall," said Sam Wilson.

4. "Nearly, not quite, Sam," said the teacher. "The wall is only nine feet six inches high. Some of the largest elephants could look over it.

5. "Name some of the most striking things about an elephant."

"Its tusks are sharp."

"Its trunk is long."

6. "Its eyes are small."

"Its ears are large."

"Its body is like a big barrel."

"Its legs are thick and strong, like round pillars or tree trunks."

7. "What do we call animals that have four legs?"

"Quadrupeds."

8. "That is right: quadruped means having four feet. And though the elephant is not the largest of all animals, it is the largest of all quadrupeds.

9. "Name the largest of all animals."

"The whale."

"Thank you. Now tell me what the elephant can do with its trunk."

"It can lift great weights from the ground," said a boy who had once been at a wild-beast show.

10. "It can tear up trees by their roots," said another boy.

"It can reach up to the top branches of trees to pick off the leaves.

11. "It can pick a pin off the ground, and it can unlock a door."

"It can fill its trunk with water, and then blow the water either into its mouth, or over its body, or wherever it likes."

12. "What are its tusks like?"

"Like large horns, sir."

"In what respect are they unlike the horns of other animals?"

"They are at the bottom of the head, and the horns of other animals are at the top."

13. "Of what are the tusks made?"

"Of ivory, sir."

"And the ivory, — of what use is it?"

"Ivory is made into balls, buttons, knife handles, and a great many other things."

14. "What is the food of the elephant?"

"Hay and straw," said a boy, whose father had a farm.

"Potatoes and carrots," said a gardener's son.

15. "I do not think the elephant will find many potatoes and carrots in the wilds of Africa, or much hay and straw," said the teacher. "Leaves of trees, young

plants, grass, and fruits, I think, are nearer the mark."

trunk	bar'rel	car'rots	po ta'toes
tusks	pil'lars	re spect'	el'e phants
mouth	weights	strik'ing	quad'ru peds

LESSON XXXIX.

THE YELLOW MAN.

1. In this lesson the globe was turned so far round that the United States could not be seen. Then the teacher pointed out the most wonderful country in the world.

"CHINA,"

said the boys all together, as they read the name printed in large letters.

2. "China," said the teacher, "is many thousand miles from the United States. It contains more people than any other country.

3. "The Chinaman is not like an Indian; nor is he like a negro. The Indian is red. The negro is black. The Chinaman is yellow. His face is flat and rather square. His eyes are small, and his hair is straight and black.

4. "If you ever see a Chinaman, you will take notice of his hair, though you may forget all else about him. He shaves his head, all but the crown. On this part he lets the hair grow till it hangs in a long tail down his back. This is called a pig-tail.

5. "The Chinese do not dress as we do. The men look like women, for they wear long gowns with wide sleeves. On their feet they have wooden shoes, which are very clumsy and are turned up at the toes.

6. "If you saw the shoe of a Chinese lady, you would think it was only the shoe of a little child. That is because the feet of girls are bound up tight to prevent them from growing. Small feet are thought to be a mark of beauty.

7. "But a Chinese lady has to suffer on account of her little feet. She cannot walk properly; she can only hobble about.

8. "The Chinese do not eat their food with knives and forks and spoons, as we do, but with two round pieces of ivory called chop-sticks. I wonder how one of you would get through a meal if he had nothing to eat with but a pair of knitting needles!"

9. "China is the land of the tea-plant. The Chinese are very fond of tea. They drink it without milk and without sugar.

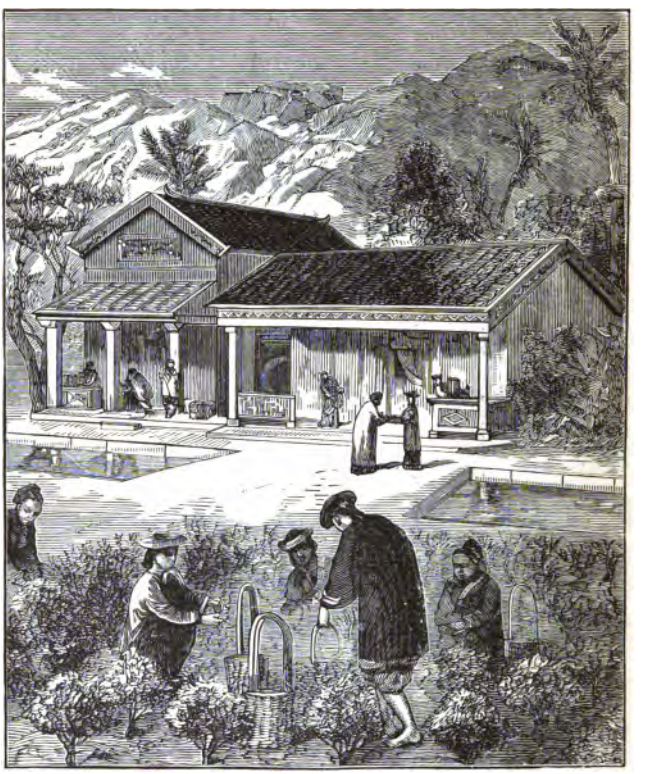
"Much rice and silk are also produced in China."

---

straight	wood'en	Chi'nese	Chi'na men
knives	Chi'na	ac count'	chop'sticks
sleeves	hob'ble	nee'dles	knit'ting
sug'ar	clum'sy	pre vent'	won'der ful

LESSON XL.

WHERE TEA COMES FROM.



PICKING THE LEAVES OF THE TEA PLANT.

1. "What common article comes from China?" asked the teacher.

"Tea, sir."

"What is tea?"

"The leaf of a plant."

2. "You have all seen tea as we buy it in our shops. Here is some," said the teacher, opening a small parcel which he had brought from his house.

3. "You see that the leaves are all dried and curled. Let me tell you how they are made so.

4. "The tea plant is cared for in China just as we care for gooseberry bushes and other plants that bear fruit.

5. "Here is a picture of the leaves as they look while on the tree. They are of a deep green color. The flowers are white.

6. "When the leaves are ready to be gathered, they are picked off the trees and thrown into large baskets.

7. "Then they are dried in iron pans over fires. While they are drying, some one keeps turning and turning them to prevent them from being burned.

TEA PLANT.

8. "As soon as they begin to crack they are taken out and put on a table. Then the people roll them in their hands to press the juice out of them.

9. "Then they are again dried, first in the open air, and last of

all in pans over fires. After this they are packed in boxes and sent away to this and to other countries to sell.

10. "When tea was first carried to England, an old lady had some sent to her as a present from a friend. . The old lady had heard that tea was very nice, but she did not know how to prepare it for use.

11. "However, not to be beaten, she boiled some of the leaves in a pan, just as she boiled her cabbages. When she thought that the leaves were cooked enough, she poured off the water, — which was really the tea. Then she strewed the leaves over a piece

of bacon, which had been cooked for dinner. So she ate the leaves, and threw the real tea away!"

juice	ba'con	par'cel	ar'ti cle
boiled	beat'en	dry'ing	o'pen ing
curled	din'ner	bas'kets	cab'ba ges
poured	strewed	pre pare'	goose'ber ry

LESSON XLI.

A LITTLE GIRL'S LETTER.

1. Dear Grandma, I will try to write
   A very little letter;
   If I don't spell the words all right,
   Why, next time I'll do better.

2. My little rabbit is alive,
   And likes his milk and clover;
   He likes to see me very much,
   But is afraid of Rover.

3. I have a dove as white as snow,
   I call her "Polly Feather";
   She hops and flies about the yard
   In every kind of weather.

4. The hens are picking off the grass,
   And clucking very loudly;
   While our old peacock struts about
   And shows his colors proudly.

5. I think I'll close my letter now;
   I've nothing more to tell.
   Please answer soon, and come to see
   Your loving little Nell.

---

an'swer	cluck'ing	grand'ma	weath'er
a fraid'	clo'ver	feath'er	noth'ing
proud'ly	pea'cock	rab'bit	pick'ing
bet'ter	col'ors	let'ter	lov'ing

Don't, do not. I've, I have.
I'll, I will. Struts, walks.

LESSON XLII.

THE GREAT OCEAN.

MAP OF THE OCEAN.

1. One day the teacher turned the globe so far round that the boys could see little besides a great sheet of water.

2. This part of the globe was colored blue, and the teacher told them that it was the great ocean. Across it were printed the words—

"PACIFIC OCEAN."

3. Not one of the boys had ever heard that name before; and as they would learn all about it in a higher class, the teacher said they might just call it the ocean.

4. "This mighty sheet of salt water is thousands and thousands of miles in length and breadth," said the teacher.

5. To boys who had always lived in the country, and who had never seen more water than a river or a pond contained, this ocean was an object of wonder.

6. True, there was one boy who had seen a bit of the ocean. Fred Brown, the boy who had seen a black man in New York, had seen the sea when there.

7. Happy Brown! If he had been a voyage round the world he could not have been more highly thought of by his schoolmates.

8. That the boys might see how big this ocean was, the teacher marked out the size of the United States in the middle of it. How small the whole country seemed in all that extent of water!

9. Now they could understand how it was that ships were often away for months and months on voyages to other parts of the world.

10. "When we had our lesson on the elephant," said the teacher,

"you said that the whale was the largest of all animals. Do you know how large it is?"

11. No one answered. So the teacher asked, "How long is the school-room?"

"Forty feet."

"And the play-ground?"

"One hundred twenty feet."

12. "Well, the school-room is long enough to hold only a very small whale, and the biggest whales are nearly as long as the play-ground.

13. "The ocean is the home of the whale. There it can sport about, and swim from one part of the world to another.

14. "But though the whale is

so large, it is not so much feared as another large animal that lives in the ocean.

15. "This is the shark. Its mouth is so large and its throat so wide

THE SHARK.

that it can swallow a man with ease.

16. "Its teeth are very sharp and very strong. There are six rows of them, and they lie flat in its mouth when it is not eating;

but if any poor creature comes in its way, up start all the teeth at once.

17. "The shark can swim very fast. It can keep up with the fastest ship. It follows ships, that it may catch anything that is thrown overboard.

18. "Sometimes a man falls into the sea, and then the shark darts at him in a moment and eats him up."

19. This was Arthur's last geography lesson in this class. For a little boy he had learned a great many things.

20. From building a doll's house by means of a box of blocks, he had made the plan of a house,

and then of a school and playground.

21. After that he saw the plan of a village, and a city, and was taught the meaning and use of a map and the points of the compass.

22. And last of all, he had heard about the red man, the black man, and the yellow man, about the animals and plants of far-off lands, and about the great ocean.

---

shark	ob′ject	mor′sel	col′ored
feared	eat′ing	voy′age	o′cean
marked	ex tent′	won′der	Pa cif′ic
mid′dle	con tain′	swal′low	un der stand′

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